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ABSTRACT

This document is intended to assist individuals responsible for managing staff development in adult and community learning (ACL) in the United Kingdom. The guide presents step-by-step advice for designing and implementing an approach based on the belief that staff development should do the following things: (1) relate holistically to the organization's mission statement, strategic plan, self-assessment process, and quality improvement development plan; (2) reflect aims and values; (3) fit seamlessly into the planning cycle; (4) involve everyone in the organization on a top-down and bottom-up basis; (5) respond to local and national initiatives and targets; (6) react to short-term and long-term need and be proactive; (7) address organizational and individual requirements; and (8) when services are contracted out, fully involve partners in every aspect of the process. The following are among the other topics discussed: (1) standards and a qualifications framework encompassing ACL; (2) the internal policy and planning context of staff development; (3) identification of staff development needs; (4) designing staff development programs; (5) implementing staff development (modes of delivery; coaching; mentoring; accreditation); (6) evaluating training effectiveness; and (7) approaches to managing successful staff development. Eight figures, 13 activities, and 16 case studies of current and emerging good practice are included. The bibliography lists 25 references and 5 useful World Wide Web sites. (MN)

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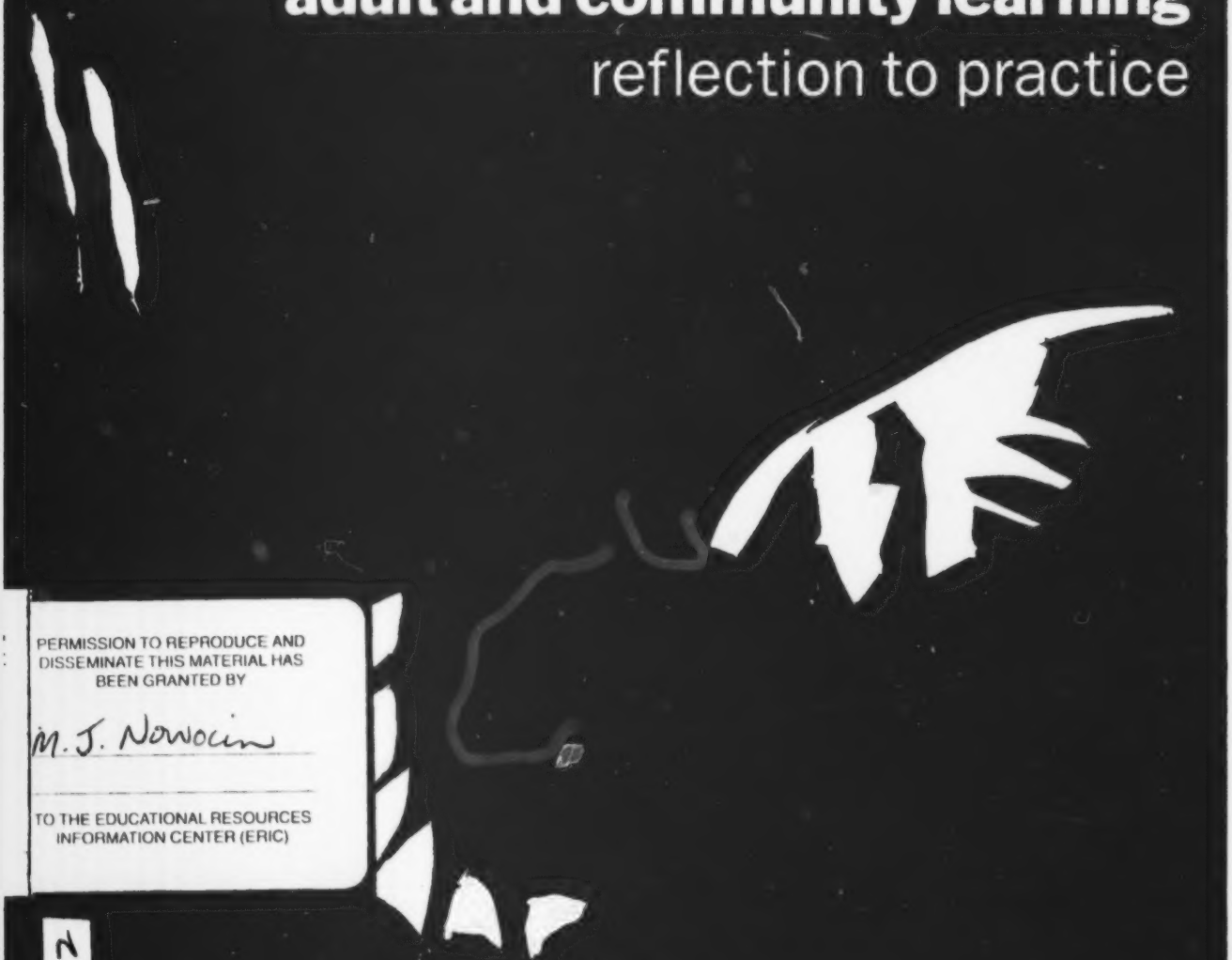

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The Adult and Community Learning Quality Support Programme is a 3-year programme to support ACL providers to meet quality requirements of inspection and funding agencies and improve their provision. It is run by the Learning and Skills Development Agency (LSDA) in partnership with the National Institute of Adult and Continuing Education (NIACE) and is funded by the Department for Education and Skills (DfES). Details of the programme extra copies of this guide and back-up materials are available on the website www.qualityACL.org.uk

These guides are currently available:

- *Curriculum leadership in adult learning*
- *Equality and diversity in adult and community learning: a guide for managers*
- *Fit for purpose: self-assessment for small providers*
- *Involving tutors and support staff in the adult and community learning quality agenda*
- *Learning in progress: recognising achievement in adult learning*
- *Listening to learners*
- *Making a difference: leading and managing for quality improvement in adult and community learning*
- *Need to know: making sense of information needs in adult and community learning*
- *Observation of teaching and learning in adult education: how to prepare for it how to do it and how to manage it*
- *Self-assessment and development planning for adult and community learning providers*
- *Using quality schemes in adult and community learning: a guide for managers.*

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How to use this guide

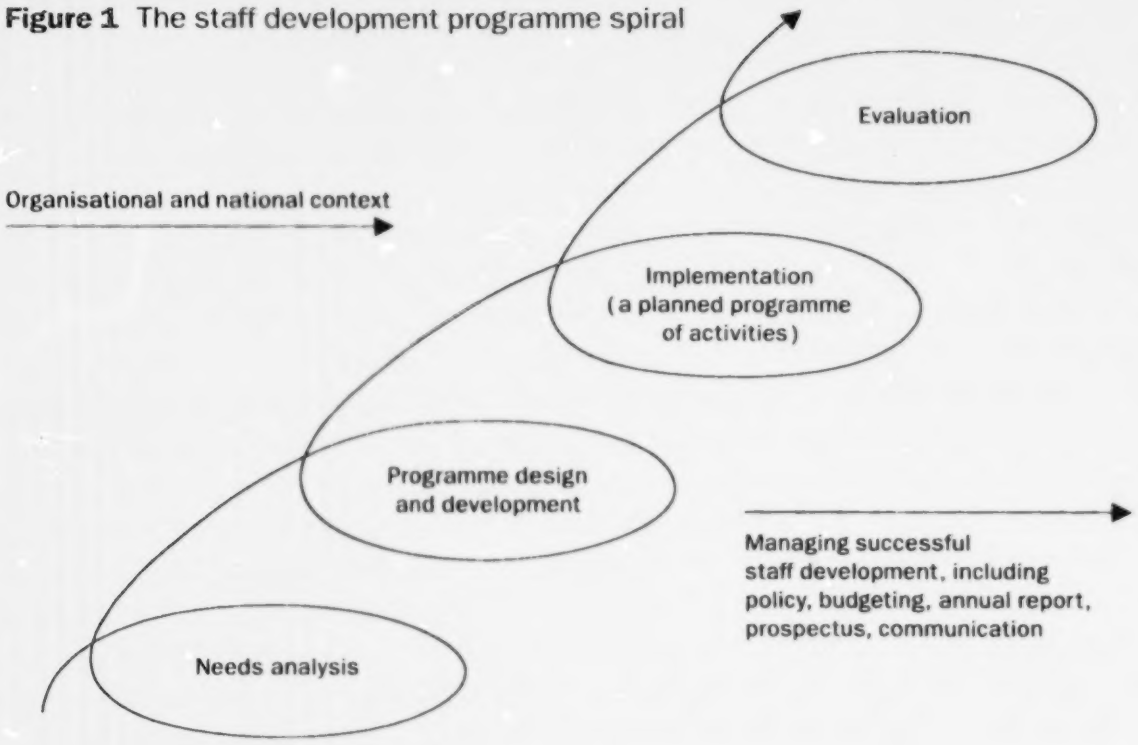
The staff development process is similar to any curriculum development process. It takes place within external and internal contexts and has to be managed successfully at every stage.

It involves:

- analysis of needs
- programme design and development
- implementation
- evaluation, including review, monitoring and assessment of impact.

Taking into account its cyclical nature, the staff development process can be seen as a spiral of activity (as in Figure 1), within a national and organisational context and subject to good management.

Figure 1 The staff development programme spiral



This guide on staff development is organised broadly like the spiral, though some stages overlap, especially design and implementation. It includes extracts, examples and case studies of current and emerging good practice from the adult and community learning (ACL) sector, together with a range of back-up activities for you to undertake in your own service.

The guide does not deal directly with every eventuality in the complex field of ACL staff development. It is designed to stimulate thought about your own service, whether it is a direct provider, secures provision by contract with partners or is a combination of both models. The series of criss-crossing mapping activities should enable you to confirm the strengths of your staff development provision as well as identify gaps in your programme, systems and processes.

What is staff development?

What do we mean by the term 'staff development'? Figure 2 makes some suggestions. Although the continuum has arbitrary divisions, it may help you to reflect on the essence of staff development.

Figure 2 A proposed staff development continuum

Organisation-centred ⟶ Individually-oriented

Training	**Staff development**	**Continuing professional development**	**Personal development**
One-off, focused training	Skills development and awareness-raising	Generally (but not always) accredited programmes of activity leading to skills, attitudes and knowledge useful to the organisation as well as the individual in ladders of progression, eg from certificate to degree	Accredited or non-accredited learning not directly connected with the organisation though perhaps done through it, eg yoga, head massage, philosophy, family history, new degree study unconnected with work
Generally about skills acquisition, eg emergency first aid training	Induction		
Often non-accredited	Accredited and non-accredited learning		
Coaching	Post-initial qualification activity often related to specific issues and / or external needs, eg preparing for inspection, self-assessment, performance review, equality and diversity	Often associated with 'reflective practice' and career development	
	Briefings and awareness-raising		
	Engagement in working groups, eg for process improvement		
	National events, eg ACL Quality Support Programme workshops		

Defining staff development in this way is not completely satisfactory. Training as described in the continuum is not only about skills acquisition but also about attitudes and knowledge. Initial teacher training (a 'licence to teach') is much more than just a matter of skills acquisition – it is the beginning of a continuing professional development journey in an organisation.

It is generally recognised too, not least by Investors in People, that personal learning and development apparently unconnected with work can be very beneficial to organisations in refreshing and energising employees, and that all staff development has an element of personal development.

Principles of staff development

Overall, the same principles of sound staff development apply to ACL delivered by LEAs and their partner organisations as to other organisations.

Staff development should:

- relate holistically to the organisation's mission statement, strategic plan, self-assessment process and quality improvement development plan
- reflect the aims and values of the organisation
- fit seamlessly into the planning cycle
- involve everyone in the organisation on a top-down and bottom-up basis
- respond to local and national initiatives and targets
- react to short-term and long-term need as well as be proactive – therefore relating to the present and the future
- address organisational as well as individual requirements
- in contracting-out services, fully involve partners in every aspect.

Case study 1 shows how one college applied some of these principles, particularly in reacting to short-term and longer-term need and eventually becoming proactive.

Case study 1 How Leicester Adult Education College developed its approach to staff development

The college undertook an active approach to quality improvement through staff development, the trigger being the Inclusive Learning Quality Initiative (ILQI) of 1999. ILQI training made it clear that the college lacked what was required to introduce the inclusive learning standards.

Our solution was to appoint a staff development worker to develop tutors' skills in support of inclusive learning and to spread good practice. In conjunction with this, we re-established a four-term observation of teaching and learning cycle, both to look at our strengths and weaknesses and to monitor the effects of staff development for inclusive learning. We used the draft Common Inspection Framework to institute, by consultation, a process of judgemental observations, with a grade 5 triggering support processes. We established supportive, developmental observations for new tutors in the same way.

Then we saw that the CIF went further than inclusive learning practice and that we needed to develop staff to address this more rigorous quality framework. To audit our existing position, we carried out a mock inspection and realised that we had to improve our staff development opportunities still further. Our response was to develop:

- core training for staff effectiveness and to meet external quality requirements, with key themes to support this varying from year to year
- general staff training
- curriculum-based training
- personal development entitlement.

Again through collaboration and consultation, we developed a course file – or 'C' file – with accompanying training, to help tutors meet core standards. The 'C' file set out the processes, expectations and documents needed.

Overall, our staff development journey has made our approach planned, explicit and purposeful, but establishing a positive and effective staff development cycle requires proactive management, time and energy!

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Activity 1 will help you begin the process of auditing and reflecting on your own staff development programme. The first part of Activity 1 will form the basis of other activities later in the text.

Activity 1 Classifying staff development topics

Undertake this activity as an individual responsible for staff development, in your staff development working group (if your organisation has one), or with partners from whom you secure provision by contract.

- Make a list of the staff development topics you currently offer or plan to offer in the future, ie the subject content of your programme.
- Compare your list of topics for staff development to those in the Appendix, bearing in mind that neither list is necessarily comprehensive or fixed.
- Classify the topics according to the categories in Figure 2:
  - training
  - staff development
  - continuing professional development
  - personal development.

Topic	Training	Staff development	Continuing professional development	Personal development

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Managing staff development in ACL – the background

What the inspectors say

Staff development in ACL is vital.

Question 3 of the Common Inspection Framework (CIF) (ALI/OFSTED 2001, page 9) – 'How are achievement and learning affected by resources?' – alludes specifically to 'the adequacy and suitability of staff'. In the same section, the requirements are extended further:

In making judgements, consider, where applicable, the extent to which:

- *there are enough qualified and experienced teachers, training and support staff matching the demands of programmes and the range of learners*
- *the professional development of staff contributes to their effectiveness.* ALI/OFSTED (2001)

The Adult Learning Inspectorate (ALI) gives further interpretation of the CIF in its guidance document (ALI 2002, page 13). On CIF question 3, the ALI comments:

This question assesses whether staff have the knowledge, skills and teaching ability appropriate to teach their programmes...

ALI (2002)

On the issue of the professional development of staff contributing to their effectiveness, the ALI (2002, page 13) specifically recommends that:

Staff development is available to all staff including part-time tutors and volunteers. ALI (2002)

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'Success for all'

'Success for all', the government's reform and investment strategy for the post-16 sector, also emphasises the importance of 'developing the leaders, teachers, trainers and support staff of the future' (DfES 2002, fourth theme). Its approach is mainly about FE lecturers gaining or working towards teaching qualifications.

Paragraph 84 proposes that by 2005/6, 90% of full-time and 60% of part-time FE teachers should be qualified to teach or enrolled on appropriate courses. Paragraph 85, however, includes ACL:

Over time we will, with partners, look to extend this approach to ensuring an appropriately qualified workforce to work-based and adult and community learning, taking into account the distinctive needs and characteristics of these sectors.

DfES (2002)

The question of what constitutes an 'appropriately qualified workforce' requires definition, particularly as the roles of ACL staff vary so widely. For example, tutors with full-time or fractional posts are often expected to carry out managerial functions and act as curriculum or team leaders, so there is often considerable overlap between teaching, management and leadership. ACL staff are also employed in neighbourhood renewal and community development, and sometimes in highly unconventional teaching roles. The need to produce reliable data on the 'qualifications of the workforce in Learning and Skills Council (LSC) funded learning' (including ACL) is acknowledged in paragraph 83.

In addition, paragraph 89, referring to standards on which qualifications are based, states:

We will expect occupational standards for further education, work-based learning and adult and community learning to be reviewed and revised, to ensure that there are bridges between different sectors and ladders of progression for individuals.

DfES (2002)

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The LSC consultation document on implementing a framework for quality and success (LSC 2003a) follows up the strategy set out in *Success for all* (DfES 2002). For ACL tutors, the situation is as follows.

No national targets have been set for teaching qualifications.

- In future, targets for ACL will be set in a similar way to those set for FE lecturers, taking into account the distinctive needs and characteristics of the types of provider and provision.
- In the absence of national interim targets (which FE colleges have), ACL providers will need to set headline improvement targets for teacher qualifications within their development plans, indicating the number of teachers qualified to teach or enrolled on appropriate courses to become qualified by the end of July 2006. The targets should be challenging but achievable.
- If providers have already achieved challenging targets (eg a fully or appropriately qualified full-time and part-time workforce), further continuing professional development targets will be required.

Annexes G and H of the LSC document (LSC 2003a) refer respectively to 'Qualifications for teachers' and 'Qualifications for work-based learning staff'. There is no direct reference to teaching qualifications for ACL tutors – an indication of the no-man's-land they currently occupy.

Teaching qualifications are considered again in this guide in the section on 'Specific training requirements for tutors', pages 33–34.

Staff development and the 'learning organisation'

Staff development is important in the context of the developing quality agenda, which involves the CIF, regular inspection, the central aim of putting the learner at the heart of everything and *Success for all* (DfES 2002). It is important too in the context of ACL providers seeking to become 'learning organisations' (Senge 1999).

Staff development should not be considered as a discrete activity somehow linked to day-to-day experiences and responsibilities. It should be seen as helping to transform individuals and organisations for the benefit of everyone within them – learners, support staff, tutors and managers.

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What other guides say about staff development

Previous guides in this LSDA series have reinforced the importance of staff development in the quality agenda.

- Kenway and Reisenberger (2001, page 12) cover training in the context of the self-assessment process.
- Reisenberger and Dadzie (2002, pages 15–16) offer guidance on staff development to help 'embed' and 'mainstream' equal opportunities, including imaginative staff development methods such as mentoring, work-shadowing, secondments and 'fast-tracking'.
- Ewens and Watters (2002, pages 42–7) present a case study on Investors in People (IiP) and staff development (particularly on improving the staff induction process). Three ACL services contributing to this guide remark specifically on the focus that IiP gave their staff development practice, whether preparing for IiP accreditation or having achieved it.
- Nashashibi (2002, pages 51–4) outlines how staff development can be used to implement strategies for recognising achievement in adult learning.
- Ravenhall *et al.* (2002, pages 25–6, 28–30 and 32–3) consider effective induction and staff handbooks in the staff development process.
- Nashashibi and Watters (2003, pages 15–16) show how staff development can support curriculum leadership.

These guides allude implicitly and explicitly to the challenges facing local education authority (LEA) ACL services. Managing successful staff development is one such challenge, but it can be met through a structured and creative process from strategy through to practice.

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Standards and a qualifications framework encompassing ACL

Work on standards and a qualifications framework encompassing ACL is gaining momentum and is not focused solely on tutors.

Developing specific revisions to current occupational standards that will embrace ACL is a task for the new sector skills council for lifelong learning and, until then, the appropriate national training organisations – the Further Education National Training Organisation (FENTO), the National Training Organisation for community-based learning and development (PAULO) and the Employment NTO.

Parallel work jointly by the LSDA and NIACE will:

- examine the occupational roles and responsibilities of ACL staff who support teaching and learning, including analysis of their training needs and competence requirements
- establish the extent to which the FE Teaching Certificate (eg the City & Guilds 7407 and equivalent HE certificates) is a basis for professional development of ACL tutors. The FENTO standards on which it is based have already been widened to enable accreditation of teaching outside the general FE college sector, and the City & Guilds 7407 and other certificates are already being made available by some LEA ACL services for their tutors.

Undoubtedly, progress in the area of standards embracing ACL will need to take into account the intentions of paragraph 89 of *Success for all* (DfES 2002) (see 'Success for all', page 8), so that ACL staff have access to a coherent framework for the whole post-16 sector of bridges between sectors and ladders of progression.

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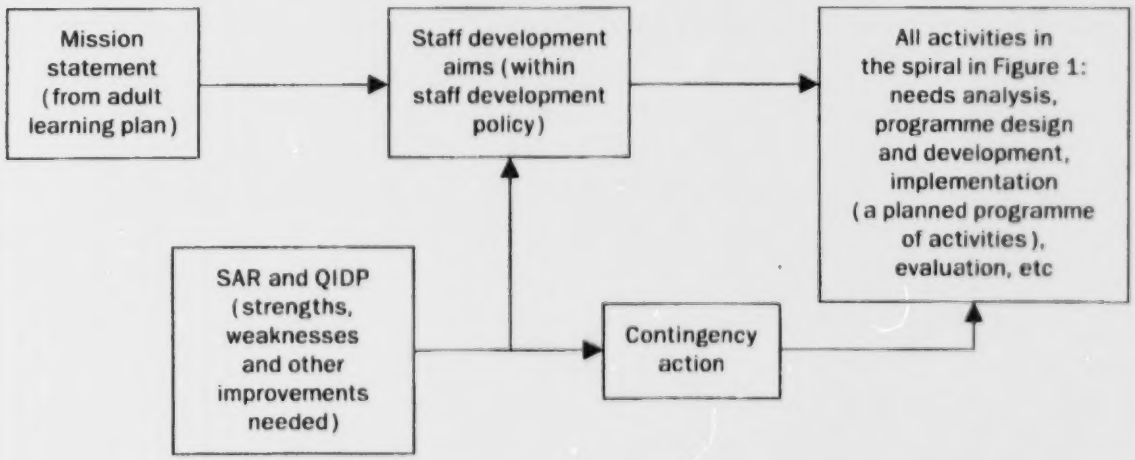
The internal policy and planning context of staff development

Staff development needs to derive from the mission statement or vision of an LEA ACL service, but must also fit in with all other components of the planning cycle – including the self-assessment report (SAR) and the quality improvement development plan (QIDP). Staff development managers sometimes remark wryly that when these requirements are out of kilter, planning is more challenging.

Figure 3 represents how staff development fits in with planning processes. The model presented here is not the only way to go about this part of the process; use it as a benchmark against which to measure your own approach.

Figure 3 Staff development and planning processes


Mission statement (from adult learning plan)
Staff development aims (within staff development policy)
All activities in the spiral in Figure 1: needs analysis, programme design and development, implementation (a planned programme of activities), evaluation, etc
SAR and QIDP (strengths, weaknesses and other improvements needed)
Contingency action

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Managers responsible for staff development in contracting-out services must ensure that there are coherent policies, systems and processes that fully engage their partners, perhaps through a staff development working group that includes partner representatives. Whether an LEA delivers staff development directly or shares delivery with partners, or whether partners take responsibility themselves, a coherent policy ensures that there are clear systems and no gaps in provision or responsibility.

Where partners take responsibility themselves, robust quality assurance and supervision are necessary, even if they are already experienced in the post-16 quality improvement regime. See 'In provision secured by contract' (page 64) in the section 'Managing successful staff development' for more on this.

Service mission and aims of staff development

Figure 4 shows how the mission and staff development aims of a service can be related. A contracting-out service needs to convey its mission to its partners, making appropriate adjustments to its staff development aims so that partners are fully involved.

Figure 4 Mission and staff development aims and objectives

Mission statement of ACL provider	Staff development aims
The lifelong learning service and its partners will provide high quality learning opportunities throughout its communities for the benefit of individuals, society and the local economy, seeking commitment and participation by all.	▪ To provide training opportunities for staff at all levels ▪ To ensure that tutors have teaching qualifications commensurate with their roles and a high level of skills ▪ To guarantee partner organisations, their employees and volunteers access to staff development opportunities ▪ To develop a programme responsive to national and local targets ▪ To provide in-house learning opportunities for the benefit of employees beyond their contractual commitment

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The aims, through the procedures and documentation outlined in the staff development policy and manual, could eventually be translated into a specific and detailed programme of planned activities.

Activity 2 Reviewing and matching mission and staff development aims

- Review your service's mission and your staff development aims in the context of 'mission review' in *Success for all* (DfES 2002, paragraphs 32–3) and the LSC's guidance on adult learning plans (LSC 2003b).
- Do your staff development aims back up and reflect the service's mission statement? For contracting-out providers, do they fully include partners? If so, take no further action. If not, make adjustments.

Activity 2 should be a broad-brush, rather than a detailed, activity.

Staff development policy and manual

Staff development managers have an important role to play in influencing the shape and content of the strategic plan since they will have a good overview of the expertise and knowledge within the organisation. They must also devise comprehensive staff development policies and manuals, starting with aims and underpinning them.

Staff development policies and manuals that back up service mission statements can be presented in a number of formats. Content could include:

- staff development aims (deriving from and backing up the service mission statement, including how equality and diversity will be embedded)
- staff development procedures, eg induction, systematically identifying training needs (via appraisal, observation of teaching and learning, etc), consultation before training, individual training plan, training staff and delivery, monitoring and review, regular evaluation of training plan
- supporting documentation (in appendices).

Relevant extracts from a policy and manual, including forms, can be incorporated into staff handbooks.

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Activity 3 Reviewing your staff development policy and manual

Review your staff development policy and manual, by answering the following questions:

- Does your staff development policy begin by setting out the aims related to your mission statement?
- Are your policy and procedures together in one policy and manual? Do you need to consolidate documentation in one place?
- How does the content of your documents compare with the suggestions above? Could you usefully make changes?
- Are policy and procedures effectively communicated to all staff, eg via a staff / tutor handbook?
- If you are a contracting-out service, does your staff development policy fully involve your partners?
- What actions do you need to take as a result of your answers to these questions?

Staff development and the SAR/QIDP process

Staff development is important in relation to the self-assessment and QIDP process. A thorough and accurately written SAR may well reveal weaknesses and 'other improvements needed' ('OIN') that are best addressed through staff development activities. Strengths identified in a SAR can also be disseminated through staff development. For example, if tutors in one area of learning have developed particularly good individual learning plans, they can be asked to support those in other areas who have made less progress.

Figure 5 gives an example of a weakness addressed by staff development and expressed in terms of a specific, measurable, achievable, results-orientated, time-bound – SMART – target.

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Figure 5 Addressing a weakness in the QIDP through staff development

Weakness
Area of learning mini-SARs are poorly written so that weaknesses in provision are not accurately identified.

Action	Two days' training will be delivered for curriculum leaders on writing high-quality area of learning SARs
Outcome/target/impact	Revised area of learning 'mini-SARs'
Timescale and milestones	Initial training July 2003. Review of progress October 2003
Person responsible	Staff development manager
Monitoring, evaluating and reporting arrangements	Monitoring incorporated into second training day
Progress/completion	Action plans for curriculum leaders: completion of area of learning SARs by 31 October 2003
Success criteria	High standard of area of learning SARs means that weaknesses in provision are clearly identified and therefore more easily resolved for the benefit of learners

As SARs and subsequent QIDPs may be completed at different stages of the planning cycle from adult learning plans, staff development managers may need to build contingency planning into their schedules and budgets to address short-term and emergency needs. Contingency plans will relate to the overall vision and values of the organisation but will often – though not always – be reactive rather than proactive. Of course, not all staff development actions in a QIDP will be short-term and some may inform the strategic plan.

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Identifying staff development needs

The process of identifying staff development needs should incorporate all aspects of the strategic and other contexts described above. Staff development needs should embrace the values that the service and its partners are promoting.

Staff development categories

Staff development can be divided into five categories:

- strategic
- organisational
- operational (areas of learning, adult education centres, departmental)
- job-centred (occupational)
- employee-centred (individual).

Staff development at the strategic level is likely to affect council members, boards of trustees, senior management teams and sometimes middle managers. Receiving training from consultants on a new funding method and its implications would fall into this category.

Staff development in the organisational category deals with issues that affect everyone in the organisation. Introducing a new policy to prevent or deal with instances of harassment, for example, is a whole-organisation issue.

At the operational level, training staff about access and security procedures in an evening centre will focus on people in that centre.

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Job-centred staff development focuses on issues such as communication skills for reception staff across a service, or assessment techniques and processes for a course run in different centres.

Employee-centred needs vary greatly. For example, a modern languages teacher whose colleagues are already qualified may require a full teaching qualification; or an administrative assistant may benefit from a time-management training day while colleagues in the same office would not.

Activity 4 Classifying staff development topics

- Using the list of staff development topics you compiled in Activity 1 or the list in the Appendix, draw up a table like the one below. Fill in the 'staff development topic' column and tick the appropriate columns accordingly.

Staff development topic	Strategic	Organisational	Operational	Job-centred	Employee-centred
Special Educational Needs and Disability Act (SENDA) training and awareness	✔	✔	✔	✔	✔
Trends and techniques in modern language teaching				✔	✔

A good staff development programme addresses all the different categories according to the strategic needs of the service. It recognises the benefit of activities that may not have an immediately explicit and direct impact on the quality of the service (the 'personal development' of the continuum in Figure 2) in enhancing the qualifications, attitudes, skills and knowledge of individuals.

Case study 2 shows Oxfordshire County Council's way of classifying tutor training into different categories, from initial and ongoing to generic and curriculum-specific, with further differentiation into accredited and non-accredited. Tutor training is part of a wider staff development programme in Oxfordshire. Ewens and Watters (2002, pages 58–60) present a case study on teaching standards and quality in Oxfordshire that relates to this information.

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Case study 2 Oxfordshire County Council (OCC) ACL service's tutor training and development

Generic training

Initial training

Accredited

- City & Guilds 7307, 7407
- Training for Trainers – OCN

Non-accredited

- OCC APL route – internal recognition as equivalent to City & Guilds 7307 stage 1
- Local induction
- Observation and review in the probationary period
- Use of OCC independent learning materials: *Adult learning matters*

Ongoing training

Accredited

- Assessor Award
- Facilitating Groups – OCN
- Training for Trainers – OCN

Non-accredited

- Local tutor meetings
- Observation of teaching and learning
- Appraisal review discussion
- Local tutor workshops (in 2002 these included equal opportunities, initial assessment, adult basic skills awareness and mental health)
- Trainers' and mentors' networks
- Tutor conference
- Use of OCC independent learning materials: *Adult learning matters*

Curriculum-specific training

Initial training

Accredited

- Developing Skills for IT Tutors – OCN
- Parent and Family Education Training for Trainers – OCN
- Breaking Down Barriers – Basic Skills at Work
- City & Guilds Certificate for Adult Learning Support (new in spring 2003)

Non-accredited

- Family literacy, language and numeracy professional development programme
- Basic skills awareness training
- Access for all
- Pre-entry curriculum training
- ESOL (English for speakers of other languages) curriculum training

Ongoing training

- Networks for arts and crafts, IT, health and fitness and language tutors
- Support from local curriculum leaders in some areas
- Outreach network
- Use of OCC independent learning materials: *TALK – language learning matters* and *Arts and crafts learning matters*
- Support meetings for tutors delivering OCN programmes
- Adult basic skills and ESOL annual conference and festival of workshops
- Core curriculum adult basic skills and ESOL training
- Family literacy workshops
- Dyslexia awareness workshops
- Adult basic skills assessment and accreditaton training

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Activity 5 Reviewing staff development provision through the Oxfordshire framework

- Use the generic / curriculum-specific, initial / ongoing, accredited / non-accredited continuums depicted in Case study 2 to examine your own provision. Are any strengths or gaps revealed?

Proactive and reactive staff development

Staff development needs can also be classified as being met proactively or reactively. A forward-looking service is proactive, wanting to do things before being required to do so.

Activity 6 Is your staff development reacting to current needs or preparing for future needs?

- To gain an idea of the balance that your staff development operation provides, use your list from Activity 1 or the list in the Appendix to consider whether the topics covered are reactive, proactive or a mixture. Two examples are given below.

	Topic	Reactive or proactive? (R or P)	Reasons?
1	Providing teaching qualification courses for tutors	P	There is no mandatory requirement for ACL tutors to have teaching qualifications, but having a sound policy of high-quality training in place before it becomes compulsory is obviously good practice
2	SENDA awareness	R	LEA ACL services react to the changes in legislation. It will not have been common practice for the services to be consistently proactive in adapting their resources and facilities unless particular situations have required it

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Attitudes, skills and knowledge (ASK)

It is important for staff development to bridge the training gap between individuals' attitudes, skills and knowledge (ASK – a useful acronym to keep these in focus) and an ACL service's current requirements. Attitudes that consistently reflect an organisation's values are most important for the long-term health of an organisation. Activity 7 looks at how staff development planning can be shaped by the ASK needs of a service.

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Activity 7 Planning staff development according to ASK needs

- Work out the possible ASK needs of the employees in the left-hand column of the grid below. Two examples are given.

Employee/member	Attitudes needs	Skills needs	Knowledge needs	Solutions
Member of board of trustees	Having the right values	Reading financial statements	Strategic planning techniques	Series of specific training days, eg on mission, financial statements; leadership and management training
Councillor / member				
Caretaking staff	Customer relations	Techniques for dealing with conflict	Health and safety legislation	One-day training; training on control of substances hazardous for health
Administrative staff				
Reception staff				
Community development worker				
Tutor (full-time, part-time, fractional, working for partner organisation, etc)				
Centre head (including centre head from partner organisation)				
Curriculum leader				
Middle manager/ operations manager				
Senior manager				

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'Bottom-up' staff development needs

So far, this guide has focused on the needs of the organisation and how staff development can deliver organisational priorities such as:

- preparing for the legal demands of the Special Educational Needs and Disability Act (SENDA)
- observing teaching and learning systems
- writing SARs and QIDPs
- preparing for inspection.

'Bottom-up' staff development needs are also important, however – and fortunately the two are rarely mutually exclusive. It is as much in the strategic interests of the organisation (ultimately in putting the learner at the heart of everything) to have a well-qualified and trained teaching force as for tutors themselves to be appropriately trained and qualified.

Staff development managers' planning should be shaped as much by feedback from above as from below within an organisation. Staff development needs can be identified through:

- information from centre heads, development workers and curriculum leaders
- regular observation of teaching and learning
- the results of appraisal systems, however sophisticated or simple these may be (it is unlikely that a part-time tutor teaching for 10 hours per term, for example, will be subject to a conventional one-to-one appraisal).

Asking staff themselves directly is also vital. Ravenhall and Kenway (2003, pages 43–4) give an example of a tutor self-assessment questionnaire covering issues likely to concern tutors as well as giving them a chance to add their own views.

Case study 1 (page 5) is an example of a mainly 'top-down' approach, at least in the initial stages when swift action was required, though there are also distinct 'bottom-up' features.

Case study 3 (page 26) shows how other services use a 'bottom-up' approach to gain information about the development needs of their staff.

Case study 4 (page 27) summarises how Adult Learning and Leisure (AL&L) within Somerset County Council establishes the staff development needs of its senior staff.

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Case study 3 'Bottom-up' ways of finding out about staff development needs

- As well as planning staff development in response to national initiatives from the LSC and elsewhere, Medway Adult and Community Learning Service (MACLS) requires its curriculum leaders to submit staff training and development plans for their areas of learning. These are included in a costed budget bid, drawn up by the staff development group and based on the QIDP, other local and national priorities and last year's spend.
- In Stockport Continuing Education Service, staff development needs emerge from:
  - appraisal of full-time and fractional teaching and non-teaching staff
  - the observation of teaching and learning system for part-time staff that operates alongside appraisal. Observers identify staff development needs but so do tutors on their own self-evaluation forms. All feedback goes to a staff development group.
- The system at the Adult College of Barking and Dagenham includes a range of opportunities to gather information for future planning:
  - (new) tutor interview / application
  - a post-observation action plan which forms part of the observation record (under 'Action' is the phrase 'include staff development & training action')
  - tutor review and development appraisal (for tutors and managers)
  - qualifications and professional development – current record and tear-off slip for new INSET courses enrolled on
  - biannually updated tutor qualification record
  - course evaluation form ('professional development' is the last item in the 'tutor action plan')
  - induction session evaluation ('Please indicate the two main areas of your work you feel would benefit from further staff development activity')
  - CPD programme evaluation form ('Do you have any suggestions for possible future activities?').

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Case study 4 Senior managers' staff development needs analysis – a guided checklist

Somerset County Council's AL&L senior managers were asked to complete a checklist, using a key to indicate their management skills on a sliding scale of 1 ('No development needed') to 5 ('Great development needed'). Managers' self-assessments were then confirmed as accurate or needing further development by a management consultant coaching them in management skills.

Areas covered (32 in all) included:

	1	2	3	4	5
1 Development of a service vision ▫ Analysing the environment ▫ Communicating with and inspiring others ▫ Securing the commitment of staff to the vision ▫ Participating effectively in strategic positioning and planning					
2 Planning to achieve the vision					
3 Managing change					
4 Developing and sustaining service of learners					
5 Managing the quality of delivery of our service					
6 Managing human resources to support the provision of services					
7 Managing and developing self and own performance					
8 Maintaining and developing team					
9 Building and maintaining productive working relationships					
10 Planning resource requirements					

Note
Item 1 includes sub-sections as an example

Key

1 No development needed

5 Great development needed

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Activity 8 Finding out about the development needs of your staff

- Review how you find out about what your staff perceive to be their staff development needs by comparing your method with those in case studies 3 and 4.
- How do you make sense of the information you are gathering?
- How do you ensure that your system and documentation are working, ie genuinely informing your staff development planning?

Keeping abreast of change

Given that there is, and will continue to be, change in standards and qualifications for ACL, it is important to keep abreast of developments.

- Stay up to date with news, national requirements and developments by regularly visiting relevant websites (see 'Useful websites', page 75).
- Give your tutors the best possible preparation and qualifications for their teaching, keeping in mind the needs of your service, learners and tutors. A non-accredited in-service course, offered on the basis of accurate individual or group needs analysis, might be the most appropriate route (see Case study 5, page 30). Keep up to date with developments in post-16 teaching qualifications as they affect your tutors and other staff (full-time, fractional or part-time).
- Ensure that your current arrangements will fit future requirements. Bear in mind, for example, that progression to new or advanced qualifications can be through bridging programmes, accreditation of prior experience and learning (APEL), accreditation of prior learning (APL) and exemptions, or combinations of these.
- Liaise with your local LSC or higher education institution (HEI) to ensure that your teacher training programmes can be funded.
- Explore partnerships with your HEI or the Open College Network (OCN) to provide appropriate custom-designed qualifications if other national awarding bodies do not provide the qualifications you need (see Case study 2, page 21).

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- Be open with tutors about the courses they do, the status and currency of the qualifications they achieve, and the progression opportunities.
- Map the qualifications and records of achievement of new tutors coming to you from other institutions of learning, to establish whether they need updating or extra input to prepare them for an ACL context.
- Keep comprehensive records of tutor teaching qualifications and achievement for future planning. Bear in mind paragraph 83 of *Success for all* (DfES 2002) concerning the commitment by 'March 2004 to produce accurate, reliable data on the qualifications of the workforce in LSC funded learning' and Merton (2003, page 34).
- Communicate staff development news clearly and regularly.
- In general, deliver in the present with an eye on the future.

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Case study 5 Torbay unitary authority's programme of staff development for basic skills staff

Torbay, one of the smallest unitary authorities in the country, has made basic skills staff development a priority in response to the growth of its provision and other changes.

In doing this, we acknowledge that staff development can be a double-edged sword. More staff development is a wonderful thing in enabling staff to reflect on and examine their teaching. It brings tutors together to work towards common problems and enables a more consistent and cohesive approach towards expectations of delivery across the authority. But it also brings the problems of ratcheting up expectations within a largely part-time, disparate group of tutors, who may find it increasingly difficult to grasp the need for such a swift-paced examination of the way they go about teaching adults. They may feel their experience and knowledge over many enjoyable years is not now being truly valued, and that expectations from managers are perhaps neither realistic nor reasonable.

So how do we support and motivate our basic skills staff within staff development programmes, while enabling them to reappraise the way they go about things, for the benefit of themselves and their learners?

The new staff development programme for basic skills tutors consists of 2-hour themed workshops, usually determined by:

- the tutors identifying areas of interest or need
- the basic skills development worker identifying additional support needed for tutors
- national developments that need to be filtered down to practitioners.

We developed a rolling programme that incorporated a wide range of subjects. All our in-house training is non-accredited, leaving the accredited courses to the FE college with whom we work closely to provide suitable, accessible follow-on courses.

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The 2-hour themed workshops, focusing on particular aspects or topics of basic skills classes and open to volunteers as well as basic skills tutors, are among our most successful developments. Tutors are encouraged to share good practice and brainstorm around the central theme to develop ideas and hopefully inspire one another. Attendance at these workshops is usually over 60% of our basic skills tutors. We feel that these workshops not only provide ideas and guidance on a subject, but also foster good working relationships and underline the ethos of continuing self-development. We use simple evaluation forms after each training session, which record the aspects of the training that tutors found particularly helpful or enjoyable, and we also ask for suggestions to improve our training.

Feedback from basic skills tutors and volunteers indicates that the opportunities, advice and information received at various workshops is invaluable in helping them to plan and deliver appropriate provision for learners. We can see that 90% of our basic skills tutors and 100% of our volunteers attend training regularly. Tutors are becoming more supportive of the new system which affects all areas of their work as a direct result of the continuous support they are offered through staff development. We are able to develop closer working relationships with our staff by spending time with them, finding out how they feel about their work and supporting their professional development, even offering one-to-one 'tutorials'.

In future, we hope to develop a systematic approach to staff development in the basic skills field, from awareness training for our front-line office staff to specialist training and continuous support for our basic skills tutors.

We strongly believe that by working with our staff at all levels, providing guidance and training that builds on their strengths, we can offer a quality service that allows individuals to continue developing a professional, quality approach to ACL provision.

Example Spring term 2003 programme

For basic skills tutors:

- centre support meeting (2 hours)
- individual tutorials (1 hour) with basic skills development worker
- basic skills for inclusive learning (BASIL) pre-entry curriculum training (information distributed)
- basic skills resources (2 hours)
- writing individual learning plans (2 hours)
- diagnostic training cascade – via FE college (2 days)
- recording achievement and progression (2 hours)

For basic skills tutors, volunteers and family learning tutors:

- basic skills forum
- dyslexia awareness

For ACL tutors:

- basic skills awareness (5 hours) × 2

For youth workers:

- basic skills awareness (2 hours)

For basic skills volunteers:

- Certificate in Adult Learner Support – via FE college

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Specific training requirements for tutors

Taking the needs of new ACL tutors as a practical example, LEA ACL services may decide to develop specific policies whatever the situation concerning ACL standards and qualifications. Figure 6 shows a sliding scale of requirements. This situation could change with the development of a standards and qualifications framework encompassing ACL.

A word of caution here: some in the ACL sector argue that this might imply that standards in ACL are less rigorous than in other sectors or that expectations are lower, pointing out that all teaching and learning is viewed equally by ALI inspectors under the CIF. If you do establish requirements according to role and commitment, you still need to aim for excellence in teaching and learning, even for those doing only the minimum of teaching and teacher training. Nor should you forget the notion of entitlement. If tutors want to develop professionally beyond the minimum qualifications expected of them, this should be possible and may go hand in hand with a growing teaching commitment.

Figure 6 Tutor staff development requirements according to role and commitment

Tutor role and annual teaching commitment	Possible staff development requirement
Occasional visiting tutor (2 hours per course)	Completion of ACL service's 'flexible briefing pack' of guidelines prior to input
Tutor with 10 hours	C&G 7302 (Introduction to Delivering Learning), in-house, non-accredited, initial training (with service certificate), based on old-style C&G 7307 stage I (including micro-teaching element)
Tutor with 20 hours and above	FENTO stage I programme (Level 4) (C&G, HEI, etc)
Tutor with 60 hours	FENTO stage I, or stage I and stage II
Full-time, substantial part-time and fractional tutors	FENTO stage I, II and III

Case study 6 gives a flavour of widespread different practice in LEA ACL services, often because of different local traditions and opportunities. This may become more standardised as the targets for *Success for all* (DfES 2002) are achieved and as ACL standards and a subsequent qualifications framework evolve. The key issue for staff development managers is that tutors deliver high-quality teaching for learners and that their training supports this in the most appropriate way.

Case study 6 Different approaches to tutor training in LEA ACL services (excluding basic skills)

- In a traditionally strong area for initial teacher training in post-16 education, Medway Adult and Community Learning Service (MACLS) gives unequivocal support to tutors by encouraging them to achieve teaching qualifications. Programmes include:
  - basic skills certificates
  - the Joint Examination Board (JEB) Certificate of Principles and Teachers Diploma (Advanced) for ICT tutors (with PGCE/CertEd progression opportunities)
  - the Trinity College London TESOL Certificate
  - a Greenwich University PGCE/CertEd (distance learning mode), for which MACLS is a satellite centre
  - a reciprocal agreement with the neighbouring Kent Adult Education Service (KAES), whereby MACLS tutors can enrol on a KAES teacher training programme and vice versa.
- West Sussex Adult Education Service offers stage I, II and III of the City & Guilds 7407 Certificate in Further Education Teaching (at Level 4). It is also considering offering City & Guilds 7302 Introduction to Delivering Learning as part of induction, as a refresher and for prospective tutors. Another possible route to training is through the CertEd programme at the local FE college.

Designing staff development programmes

Paying for staff development

Staff development managers often have to be advocates for the programmes they are running, putting in timely bids on the basis of adult learning plans and the results of self-assessment reports. They have to align staff development cycles (often September to July) with financial year cycles. Designing an annual programme of staff development depends on the budget allocated to it and how the budget is organised.

There is considerable disparity in both funding sources and budget allocations for staff development in LEA ACL services.

- You may have a separate staff development budget in a 'block' allocation, with codes for expenditure on staffing, travel and miscellaneous overheads, and top-slicing for use of rooms, etc.
- Your own salary and that of your team, with on-costs, may be offset against the overall annual staff development budget.
- An internal market may operate, in which you have to take into account not only the costs of employing colleagues to assist you in delivering staff development activity but also, for example, external costs for specialised training by consultants or fees for HE programmes.

A small budget may require a higher teaching commitment from a staff development manager and team, narrowing the scope and content of what is offered. Conversely, a larger budget enriches a programme, not least because more people within an organisation and from outside can be involved.

Main priorities

The main priorities for staff development are likely to be:

- initial training for tutors
- essential skills training
- a mentoring scheme
- a full programme of induction and supporting activities throughout the year
- external specialised training for key staff (eg management programmes and higher degrees)
- contingency staff development for special and new situations.

Your staff development needs analysis will give you an overview of likely staff commitments over the next financial year. It should be possible to match your financial commitments to staff development commitments. A staff development budget is finite and fixed from year to year, but can be delivered elastically – coaching and mentoring, for example, may be incorporated into the job descriptions of the centre managers, curriculum leaders and other supervisory staff who undertake this work.

Case study 7 Different practice in managing staff development budgets

- In Stockport Continuing Education Service, trainers delivering staff development do not have a fixed number of weekly or annual hours committed to this activity. Their contractual commitment varies according to need within set parameters. The service's mentor submits a weekly timesheet of activities.
- The head of staff development and quality at Medway Adult and Community Learning Service submits a budget bid for the end of March to meet QIDP priorities. The bid is informed by input from the staff development group, curriculum leaders, national priorities and last year's spend.
- In West Sussex Adult Education Service (WSAES), the budget includes the core staff development team's costs (staff development manager, 0.5 administrative person and 0.2 for a coordinator of accredited programmes). Trainers within WSAES are paid at an hourly rate, and the service has a team of 12 people (formally appointed and interviewed) to work on accredited courses (excluding basic skills). A team of 50 mentors is paid a set amount for three meetings and one or two observations of new tutors (mentors do developmental rather than graded observations of teaching and learning). Money is held back from the overall budget for contingency training.

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In a staff development budget, the main costs, for example salaries, are likely to be fixed, lessening the need for monthly profiling to give some indication of intended against actual monthly expenditure. Items such as contingency activities and travel expenses probably need to be monitored most carefully.

Content

Once you have incorporated into your staff development planning the national and local targets, strategic and policy needs of the organisation and the staff development needs of individuals – keeping in mind that the learner should be at the heart of everything – you have the content of your staff development programme. The list you may have produced as part of Activity 1 (page 6) and the work of subsequent activities in this guide will be useful here.

Plan the programme or schedule as you would any area of the learning curriculum. Most LEA ACL services produce prospectuses and information sheets for their members and employees with information about courses, events, eligibility and how to apply. In the usual way, there will be details of starting dates, times and locations for meeting, and related information.

Induction

Induction is a key element of staff development. As it involves new staff, it is very important that induction is thorough and carried out well. It is worth focusing on your induction programme. This will be based on and will complement staff or tutor handbooks. One staff development manager remarked that cultural change comes from new people joining the organisation and being properly inducted – this is not an isolated view. If new employees make a good start in your ACL service, then there will be many benefits, not least to your learners.

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Induction can generally be divided into organisational level and curriculum or workplace level:

- emphasis on the organisation and its partners includes attention to the values and culture of the organisation (what it is about and what it aims to do)
- curriculum or workplace induction concentrates on the motivation and comfort of the employee (how we do things round here).

A balance between the two is very important. Although vision, mission, values and attitudes are integral to thorough induction, employees rarely cite ignorance of these as an excuse for early departure from the organisation. They are far more likely to be anxious about whether they are up to the job and about what they need, in practical terms, to do it. That is why new, inexperienced tutors welcome intense introductory programmes to help them prepare and be confident for their first classes. Induction must be comprehensive, well timed and well paced – and should not just end when the formal aspect is over.

Induction for employees who are not tutors is just as important. Case study 8 gives the learning outcomes of two Level I units of an OCN programme that would serve very well as the basis for induction of reception staff.

Induction is in theory a systematic and well-organised process that in practice founders on lack of timely monitoring procedures. Monitoring procedures 'close the loop', ensuring that induction leads to appraisal and, in the case of tutors, to observation of teaching and learning.

Involving key people

It is good practice to involve as many appropriately qualified, experienced and credible tutors and other employees as possible in delivering staff development training. This provides development opportunities, encourages the spread of good practice and ensures that programmes are vibrant. In many cases it boosts attendance at events as it indicates that training is not being imposed from above and is responsive to everyday needs.

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Case study 8 OCN Level I Introduction to Information, Advice and Guidance (IAG) – learning outcomes

The learner should be able to:

1 *Have an overview of the scope of information, advice and guidance in the context of her/his own practice.*
2 *Have an understanding of her/his own role in meeting clients' information, advice and guidance needs.*
3 *Have an understanding of the information, advice and guidance needs of individual clients.*
4 *Have an awareness of further information needs a client may have, and referral processes available.*
5 *Have an understanding of the importance of equal opportunities and relevant legislation.*
6 *Understand the need to maintain confidentiality.*
7 *Identify relevant professional progression in relation to information, advice and guidance practice.*

The learner should be able to:

1 *Recognise appropriate situations for giving information, advice and guidance.*
2 *Use interpersonal skills to create a climate conducive to communication.*
3 *Demonstrate impartiality when dealing with clients.*
4 *Have an understanding of the need to refer clients on.*
5 *Demonstrate the ability to maintain confidentiality.*
6 *Reflect on own performance in giving information, advice and guidance.*

Kent and Medway OCN IAG units (2002)

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Implementing staff development

Modes of delivery

Staff development can often be delivered conventionally in local adult education centres at set times and on set dates. Learners often prefer learning in groups of similar people and many acknowledge the power of group learning.

But not all staff development occurs in formal settings and through formal modes of delivery. LEA ACL services are often delivered by part-time tutors across many locations and administered from many different centres. The dispersed nature of these services means that staff development managers must be imaginative in implementing staff development programmes.

Modes of delivery include:

- annual staff conferences (June or September)
- training days in regional or network areas
- induction processes (events and follow-up individual meetings)
- courses with regular weekly meeting times and block attendance
- specific in-house training days delivered internally or by external consultants
- modular programmes, where staff build up qualifications on a mix-and-match basis
- externally delivered training days, networks and conferences (such as ACL QSP workshops)
- HE-delivered BEd, BA and master's degree programmes
- distance, flexible or open learning programmes (including IT and UfI/Learndirect modes and non-IT, workbook and paper-based approaches)
- mixed-mode delivery (distance learning and block/group attendance)
- accredited and non-accredited learning in all the above modes
- mentoring
- coaching.

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Activity 9 Aligning programme content with delivery mode

- Match the list of possible modes of delivery above to the topics generated by Activity 1 or as listed in the Appendix. Some examples are given below.
- Are there any modes of delivery that you are not using but might find useful?

Topic	Possible modes of delivery
SENDA (Disability Discrimination Act Part 4)	Staff conference, centre training days
'Success for all'	
Initial training for new tutors	Flexible learning pack, CD-ROM materials, induction programme, C&G one-week intensive course
Management training for curriculum leaders and middle managers	
OCN or NVQ qualifications for receptionists and centre staff	
Recognising and recording progress and achievement in non-accredited learning	Training day with ACL QSP flexi-learning materials
Moderating observation of teaching and learning	

Flexible delivery

LEA ACL services are often particularly skilled at, and committed to, flexible learning packs to meet the needs of their dispersed and sometimes isolated workforce, as Case study 9 shows. There are many other similar materials throughout the sector.

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Case study 9 Examples of flexible 'packages' to support and develop ACL tutors

- The Adult Community College at Colchester issues various support materials to its tutors in an accessible format to help them to prepare for and develop their teaching.
- Oxfordshire County Council has developed a strong portfolio of flexi-learning materials to back up its teaching qualifications and the standards it has developed for its tutors.
- Adult Learning and Leisure within Somerset County Council issues a comprehensive and partially interactive *Tutor handbook* and a how-to pack on *Planning a course – design scheme of work and lesson/session plans*.
- West Sussex Adult Education Service (WSAES) has developed a *Tutor survival kit* CD-ROM (WSAES/Parker 2002) (also referred to in Ravenhall *et al.* 2002, page 29) with reassuring guidance on all aspects of a tutor's responsibility and role, together with supporting documentation and video clips. It includes a useful summary of qualifications and qualification progression routes for employees in the service (item 10, 'Tutor career development and training', leads to a 'staff development tree').

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Coaching

One-to-one coaching can be an extraordinarily powerful way of achieving good performance, but it is difficult to evaluate.

If you are particularly enterprising, you could write guidelines for coaching or run training programmes for managers and leaders at all levels. Encourage your curriculum leaders, lead tutors and other managers to keep records of situations in which they have coached colleagues (eg on new management information systems requirements or on analysing learner feedback). Ask them to evaluate the impact of coaching: what difference has it made to the quality of the work of the individuals coached and to the organisation in general?

Coaching could also be associated with observation of teaching and learning (OTL) in a four- or five-stage process (the second and fourth stages would need the agreement of those being observed):

- the coach and the trainee participate in a joint OTL training programme (useful but not mandatory)
- the coach, as a member of the OTL team, undertakes OTL activity accompanied by the OTL trainee as part of the coaching process
- the coach and the trainee review what the trainee has learnt so far
- the trainee undertakes OTL, accompanied and supported by the coach
- the coach reviews, evaluates and reports on the performance of the trainee.

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Mentoring

Mentoring is an important element of staff development. It can be delivered in different ways.

In some services staff act as mentors for new staff as part of, or following on from, an induction programme. The advantage of this approach is that the work can be dispersed among a number of experienced staff, who are grouped in a formal team and working to formally agreed and established guidelines. In some institutions, mentoring is backed up by mentoring qualifications.

Voluntary and informal mentoring systems are less likely to be consistently applied and successful. But if a groundswell of similar issues emerges from mentoring activity (such as how to implement individual learning plans), then more structured training might become appropriate.

Coaching and mentoring can often be more effective than putting on courses or sending staff away on courses.

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Case study 10 Two approaches to mentoring

- West Sussex Adult Education Service, a large service covering a wide geographical area, trains and employs a large number of mentors to support less experienced tutors. It offers a set payment for a set number of activities: three meetings and one or two developmental (ungraded) observations of teaching and learning. The amount of time and effort put into this work varies according to the needs of those being mentored. See also Case study 7 (page 37).

- In contrast, Stockport Continuing Education Service employs one peripatetic mentor, following a highly successful pilot programme. She works on a one-to-one basis according to individual need. Her general feedback about the emerging needs of tutors, together with feedback from observers of teaching and learning and from the observed tutors themselves, helps to inform the priorities of the staff development group. In her letter to all tutors following the pilot mentor scheme for new tutors, the mentor notes the positive feedback from the pilot and how it gave new tutors confidence from the start, particularly with paperwork. She refers to the isolation that tutors can feel and how a support system can alleviate problems. The mentor scheme is now open to any tutor or trainer, offering support on practicalities such as session planning and observation preparation and on other problems or worries.

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Case study 11 A mentoring course for experienced tutors

An OCN Level 3 course for potential mentors, developed by Mentoring and Personnel Services (MAPS), aims to create an understanding of the spirit and principles of mentoring while developing practical skills and confidence. It consists of:

- eight half-days of training
- guided work done in mentors' own time
- practical experience working with a person being mentored.

The course raises awareness of how mentoring can contribute to the aims of the organisation.

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Accreditation of staff development programmes

There is a range of qualification routes for ACL managers.

- Generic diplomas and higher-level courses in management are available.
- A consortium that includes the LSDA is running a Leadership College for the post-16 sector, including higher education providers, which will lead to some accreditation.
- NIACE/FPM (Ford Partnership Management) runs a 'Managing better' programme, subsidised by the LSC, specifically geared to ACL managers. It consists of two elements: managing for the future of ACL; and strategic use of your resources to deliver quality learning. It is delivered in a flexible learning mode of three-day blocks with tailored materials to support each module and a practical task for completion between modules.
- Other local initiatives specifically for ACL manager training include that in east London described on page 49 in Case study 12.

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Case study 12 Work-based staff development framework of the East London Partnership of Adult Education Services (ELP)

On behalf of the ELP, Redbridge Institute has been developing with Middlesex University a credit- and work-based staff development framework that directly contributes to ELP's development cycles.

The framework is customised, responsive not only to a wide range of staff interests but also to the strategic objectives and priorities of the service. The framework is based on Kolb's Experiential Learning Cycle.

There are opportunities for gaining individual work-based learning studies (WBS) modules based on ELP staff development programmes in observation skills and the teacher's toolkit, as well as a full award of the Advanced Diploma in Managing Adult Learning. The diploma involves the completion of a WBS module in research methods and a WBS research project. Middlesex University validates all of the modules.

A range of research projects has been completed by staff from all the participating services, including:

- an evaluation of the validity of current models for identifying learners' preferred learning styles that informed a service-wide approach to learning styles
- a survey of barriers to participating in learning that led to changes in the organisation and delivery of the ICT curriculum in one service
- a survey of staff and learners requesting learning support that identified barriers to integrating provision for adults with learning difficulties and a set of service recommendations
- an analysis of the poor recruitment and retention on a basic skills community project that informed future planning in one service.

The action–research basis of these projects, involving the rigorous use of a range of research techniques, benefits the services in real ways.

The work-based staff development programme embodies all the values informing the FENTO standards, particularly that of reflective practice and scholarship, which is seen as underpinning the wider professional role of the teacher.

The investment in staff training has been made where it can effect real change and sustain long-term improvements in professional practice.

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For ACL tutors, the qualifications situation is not entirely clear (see the section 'Standards and a qualifications framework encompassing ACL', page 11), though they do now have access to FE teaching certificates such as City & Guilds 7407 (see also Figure 6, page 33).

A similar process of change is taking place in the area of 'Skills for life', the national strategy for improving adult literacy and numeracy skills, with the development of FENTO subject specifications for basic skills teachers and qualifications at various levels deriving from them. There are particular arrangements for new practitioners. You will have to decide on a policy for those currently teaching, or supporting the teaching of, basic skills even if the new qualifications are not mandatory outside FE colleges. The FENTO website (for both general teaching and basic skills teaching qualifications) and the Adult Basic Skills Strategy Unit website (for basic skills teaching qualifications) give valuable updates – see 'Useful websites', page 75.

For ACL staff supporting teaching and learning, a range of qualifications are currently available, such as those in information, advice and guidance. But support staff will benefit from the extension of occupational standards and an accompanying qualifications framework that recognises their very diverse roles.

Staff development managers, working within their services, neighbouring and/or partner organisations, may in future do more work with awarding bodies such as City & Guilds and HE institutions to develop modular schemes of continuing professional development based on standards encompassing ACL. Credit-bearing modules could eventually lead to the award of degrees and diplomas.

Evaluating training effectiveness

Staff development managers produce annual reports showing how busy, vibrant and well received their staff development programmes are, often giving evidence of greatly increased and varied activity from year to year. Good-quality staff development has an implicitly beneficial effect on a service, its contracting partners and its learners. However, having a clear idea of the explicit impact of staff development is most important, especially when the ALI inspectors call.

There are a number of ways of evaluating the quality of staff development activity.

Questionnaires

Questionnaires asking for feedback are standard practice. Good questionnaires are concise. Delegates say whether the activity fulfilled the agreed aims and objectives, and comment on the content, teaching and learning methods and other aspects of the work undertaken.

Grading systems on questionnaires are common, sometimes based on the ALI framework. Questionnaires also ask delegates what changes they will make as a result of their attendance. The resulting quantitative and qualitative feedback is easy to analyse, allowing you to assess how your staff development programme is regarded and how to adapt and improve it.

Qualitative information other than written comments on questionnaires is generally more elusive, but can be gathered in the ways that Merton suggests (2003, page 8). Anecdotal evidence can reinforce quantitative data.

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Spreadsheets and management information systems

Spreadsheets are useful not only for conducting analyses and as the basis of reports, but also for keeping records of participants and non-participants in staff development activities. It is easy to develop action plans using this information.

The use of spreadsheets and management information systems is developing quickly. As Merton (2003, page 34) argues, you need to 'get ahead of the game' by putting details of your staff, their qualifications, employment details and social and knowledge profiles onto your management information system. Meeting the requirements of paragraph 83 of *Success for all* (DfES 2002) may mean transferring data as well as obtaining new data, but will enhance your ability to evaluate your programme and identify need.

Observation of teaching and learning (OTL)

The most accessible quantitative way of measuring the impact of staff development is an ongoing system of OTL, especially if it involves grading. A pattern of observations, general and specific staff development interventions and re-observations should reveal a clear, direct relationship between weaknesses identified and staff development remedies. Further OTL after staff development will hopefully yield improved grades.

Qualitative data can be provided by:

- the minutes of moderation meetings, which can also reveal important information about future staff development priorities
- personal development journals used on teacher training programmes, if confidentiality issues can be resolved.

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Activity 10 Grades by area of learning
(based on the CIF scale for teaching and learning)

- Using a grid like the one below, record your service's grades in each area of learning. Ideally, the grades should show a clear upward trend (grades 1–3) but, if they don't, staff development can be targeted on identified weaknesses. If your OTL system is not based on the CIF, adapt the grid accordingly.

Area of learning

Year	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2001/2							
2002/3							
2003/4							

Measuring the impact on learners

Given the commitment to staff development – and its budget allocation – the question of how to measure its impact in improving the lot, experience and success of learners has become more pressing. Local LSCs rightly ask what quality improvement for learners comes as a result of staff development.

Evidence of impact can be qualitative and quantitative. Gathering evidence requires a systematic approach.

- Embed the notion of measuring impact in every aspect of the staff development process.
- Ask those applying to attend courses at conferences to justify their attendance in terms of likely benefits to learners.
- Throughout staff development activity, emphasise that participants need to keep learners in mind.
- Review the ways you seek feedback about staff development activity. For example, on evaluation questionnaires, do you ask questions such as 'How will you apply what you have learnt from this training to your own practice?' or 'What direct and indirect impact will this training have on your learners?' This will not in itself mean that changes and improvements have been made, but it will mean that you can then look for evidence of impact on the basis of how people have said that they will make changes and improvements.

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- Find out if trainees have carried out the improvements they intended. If, for example, you arrange in-house training on individual learning plans, ask for formal feedback from curriculum leaders or centre heads about how those who attended the training are implementing it. They might make comparisons between the practice of those who attended and those who did not.
- If there has been a major training initiative with a direct impact on learners, ask learners what changes they have noticed as a result.
- In qualitative terms, an article in the service newsletter by an employee who has benefited from staff development could show evidence of impact.

If a staff development programme has been closely aligned to the requirements of the strategic plan, the SAR, the QIDP and the 'bottom-up' identification of need, then it should be possible to devise ways of measuring impact. Compare leadership and management (with equal opportunities and quality assurance) and area of learning grades from year to year.

Staff development can also spread good practice from one part of a service to another. Successful impact is easy to discern. For example:

- training in compiling area of learning 'mini-SARs' to distinguish strengths, weaknesses and norms in evaluative judgements could lead to an improved overall SAR the following year (see Figure 5, page 17, for an example of how this works in practice)
- identifying poor retention and achievement on some courses might lead to sharing good practice (through mentoring or formal training) on the same courses in other geographical areas.

Figure 7 How staff development activity can improve SAR grades

Figure 8 shows how SAR grades can be compared from year to year, providing evidence of improvements through staff development as well as indications of where staff development can be targeted and where good practice might be transferred.

Figure 8 Comparing SAR grades from year to year

	2001/2	2002/3	2003/4
Leadership and management	4	3	3
Equality of opportunity	4	3	3
Quality assurance	5	4	3
Area of learning	4	4	3
Area of learning	3	3	2
Area of learning	3	2	2
Area of learning	4	3	3
Area of learning	2	2	1

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What does measuring impact involve?

To summarise, measuring impact of staff development involves:

- gathering quantitative and qualitative evidence of improvement from staff and learners
- line managers (curriculum leaders and/or centre heads) monitoring staff development in a formalised system – not just managers directly responsible for staff development
- comparing staff performance before and after staff development
- comparing the practice of participants and non-participants in staff development
- keeping the learner as the central focus of staff development activity.

Activity 11 Reviewing your staff development evaluation processes for effectiveness in measuring impact

Review your questionnaires, feedback forms and other methods of evaluating your staff development programme.

- Is measuring impact on the learner built into all feedback methods?
- Are systems in place to measure impact of staff development beyond the immediate activity in order to show that a positive advance has been achieved?
- Are you making full use of all the qualitative and quantitative opportunities to produce evidence of impact on your learners of your staff development programme?
- Produce a list of actions on the basis of your answers to these questions.

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Managing successful staff development

Committees or working groups

Many LEA ACL services have committees or working groups to assist managers responsible for staff development with the activities described in the spiral in Figure 1 (page 2). Advantages of such committees include:

- a good cross-section of employees may help towards a responsive and wide-ranging programme
- it will encourage staff involvement
- messages about aspects of a planned programme may be communicated better in all directions
- issues and problems can be identified in dispersed services and with contracting-out partners
- for contracting-out services, it will integrate and involve partners
- it may be easier to keep up to date with national imperatives, targets and priorities
- a collegiate approach may help to ensure that issues such as equal opportunities and equality and diversity will be embedded and 'mainstreamed'
- it may provide better opportunities for evaluation and impact-measuring activities
- it will assist in the day-to-day running of a staff development programme.

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Frameworks

Total Quality Management (TQM)

Adopting the TQM approach summarised by Ravenhall *et al.* (2002, pages 15–24), a staff development programme should reflect and project the values of the service and its partners. It should be well led, its work based on professionalism, confidence and experience. It should have a clearly defined place within the structure of the service. Staff development processes should relate coherently to all other organisational processes.

Investors in People

This is a particularly useful quality scheme for helping to improve staff development. See Ewens and Watters (2002, page 9 and pages 42–8) for more details and a case study.

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Management approaches

The consultative approach

In terms of management styles, successful staff development programmes may well be consultative, rather than imposed from the top. It is usually beneficial to consult as many staff as possible when planning a staff development programme. Avoid it being simply a top-down process designed to meet national targets, organisational strategic aims or elements of a SAR. Curriculum leaders and centre heads will have a good feel for the priorities in their areas and will be able to make an important contribution.

The rational approach – 'selling' with incentives

Staff development programmes in ACL are often based on a rational approach as well as consultation, relying on the fact that most staff are keen to do well and to improve. For example, if staff know that inspection is looming and there is staff development support to help them prepare, then it is in their best interests to undertake this work so that they know what to expect and how they can do their best. Some LEA ACL services back up this rational approach with incentives such as small extra payments for attendance at staff development events or paying reasonable travelling expenses. Case study 13 shows examples.

Sometimes, gaining a teaching qualification can be a trigger for higher pay. Opportunities for continuing professional development can be good motivators, including the development of credit systems and modular approaches to qualifications, as well as free classes for personal development. Case study 14 gives examples.

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Case study 13 Incentives offered to staff to attend staff development events

- Adult Learning and Leisure within Somerset County Council delivered six continuing professional development days flexibly and locally at day, afternoon / evening and weekend events. Over 550 tutors attended, to learn about individual learning plans, inspection, learner support, information, advice and guidance, lone working, risk analysis and accrediting courses. A good lunch and a small bonus each helped to swell attendance.
- Torbay Unitary Authority has introduced payment for staff attending in-house training. The training rate is the same for all community education staff, from adult tutors to assistant crèche workers. Clearly this encourages staff to attend, but other factors are just as important. Training is usually held in the evening to ensure that as many staff as possible can attend, but key topics sometimes need to be offered in a daytime slot and occasionally a Saturday option. Events are usually booked at least six weeks ahead so information can be distributed in time (often by letter and then included in the half-termly basic skills newsletter). Finding a central venue that is comfortable and has car parking is important, but making sure that staff have chocolate biscuits and a drink is a great motivator! The service works hard to develop enjoyable training sessions where staff can socialise with each other – something that doesn't occur in the average working day for our tutors and volunteers.
- Hounslow Community Education Service runs a modularised programme and pays tutors to attend. The service delivers training on a rotational basis at their eight centres for an hour before evening classes start – 'to capture them where they are'.
- Gloucestershire County Council offers courses with incentives for attendance, such as flat-rate travelling expenses or book tokens. They are considering a 'tutor support fund' to enable managers of their main partners to offer inducements to tutors to attend.

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Case study 14 Personal development incentives and perks

Many LEA ACL providers offer a range of incentives to their employees.

- The Adult Community College in Colchester increases the pay of tutors who achieve a stage I teaching qualification.
- The Community Learning Service of North East Lincolnshire Council offers an employee development voucher entitling staff to 'free enrolment on an in-service course of your choice'.
- Hounslow Community Education Service offers 60 hours' free learning from its adult education programme (not related to work training needs).
- Stockport Continuing Education Service states: 'All our adult education classes are free to our employees.'
- Leicester Adult College offers one course per term free of charge (excluding additional charges such as exam fees) as part of a 'personal development entitlement'.

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The contractual / compliance approach – 'telling'

The balance between consulting, 'selling' and 'telling' is a delicate one. This is especially true in the context of many LEA ACL services, where the principle of voluntarism is strong even as external pressures and requirements (eg compliance with new legislation such as SENDA) may be eroding this principle and the values it is based on.

To achieve high rates of participation in a staff development programme, you might have to adopt a slightly more 'contractual' approach involving compliance, such as:

- requiring all your tutors teaching over 20 hours per year to have a stage I or equivalent qualification (or to achieve one within a certain timeframe)
- insisting that even long-serving tutors do this to comply with new quality requirements.

Contracts for tutors might include certain minimum staff development requirements, sometimes incorporated into termly meetings. There are moves towards paying tutors a rate that incorporates time for preparation, assessment and staff development as well as teaching, rather than an hourly rate for 'contact' time (actual time in a classroom with learners) that assumes preparation and assessment beyond the actual contact.

However, a contractual approach works both ways. If certain activities are mandatory, then services need to think about issues such as entitlement and opportunity. This is no bad thing.

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Case study 15 Compliance approaches to staff development

- One staff development manager stresses that staff development is an entitlement but reports: 'We do occasionally have to reinforce the fact that all staff need to participate in staff development with long-established tutors who appear to forget that this is a contractual requirement.' The service had reviewed teaching contracts some time before and had included within the hourly rate: time and payment for preparation, marking and continuing professional development.
- In another service, contracts require tutors to attend one annual meeting (without additional remuneration). An attendance rate (half the hourly teaching rate) is paid for attendance at any other meetings or training activities throughout the year.
- One quality and staff development manager noted that, unsurprisingly, it was easier to involve new staff in mandatory staff development and other activities through new-style contracts than staff already employed, but that gradually the culture of the organisation was changing as a result.

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In provision secured by contract

LEA ACL services that secure provision by contract are looking more closely at the service level agreements (SLAs) that they negotiate with their partners and this naturally means a greater emphasis on compliance. This is important, since LEAs are unequivocally responsible for the quality of all their provision and local LSCs and the ALI expect to see evidence of robust quality systems. SLAs may stipulate staff development requirements for tutors or trainers delivering learning opportunities within the partner organisations, or have arrangements for these staff to attend LEA staff development sessions. Arrangements should be in place to consult partners and perhaps to arrange combined programmes.

A small-scale project on managing and assuring quality of provision by LEAs contracting with a range of providers (ACL QSP 2003) suggests that there may be some way to go in this area, though further investigation is required. Although many of the 25 LEAs surveyed provided some staff development opportunities (for their school, voluntary and community organisation (VCO) or FE college partners) and five a wide range of them, the pattern was not consistent.

If partners (such as FE colleges) have their own comprehensive systems of staff development, then there should be ways of ensuring that the priorities and needs of all organisations are met through mapping exercises and shared delivery, for example through joint working groups that meet regularly.

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Case study 16 Approaching staff development with partners

Gloucestershire County Council Adult Community Education and Training secures ACL through contracts with VCOs and FE colleges. It supports staff through a comprehensive training offer.

Courses run in three strands:

- for contracted providers' tutors and classroom support staff
- for those aiming at capacity-building in smaller providers
- a 'public' programme aimed in theory at all organisations and staff involved in ACL provision.

Programmes consist mainly of half-day and full-day seminars, with some 10-week part-time courses also included. Almost all are offered at no cost to employees. Courses are spread around the county at different venues and at various times, to make them as accessible as possible. To encourage attendance, some courses offer incentives, such as flat-rate travelling expenses.

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'Root and branch' change

The most subtle underlying strategy for staff development is to try to achieve the 'root and branch', transformational change characteristic of a learning organisation, for example 'embedding' and 'mainstreaming' equality and diversity throughout an organisation and its partners or creating a culture of continuous improvement. This strategy is associated with Total Quality Management. It requires committed, confident leadership that wants to create a learning organisation and goes about it consistently.

Activity 12 Situations requiring rational, contractual and 'root and branch' approaches to staff development

- Think of situations requiring staff development in your service.
- Choose the most suitable approach – rational, contractual or 'root and branch' – or a combination of approaches.
- Justify your chosen approach(es) using a grid like the one below. Two sample situations are given.

Situation	Rational (it would be in your best interest to do this – and how can we encourage you?)	Contractual (you must do this)	'Root and branch' (we aim to transform our practice through this)
The ALI has announced that it will be inspecting your service in 3 months' time. You want to prepare staff for the visit			
Your SAR has identified weaknesses in equal opportunities in areas of your service			

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Overcoming resistance and low participation

Resistance to, or low participation in, staff development can be addressed by well-established approaches:

- encouraging everyone to contribute to planning
- giving plenty of notice of activities and opportunities
- offering incentives to be involved
- open, timely and clear communication, eg staff development newsletters (or sections within newsletters) – excellent vehicles for informing staff, advertising courses and qualifications, and celebrating tutors' success.

LEA ACL services communicate their programmes in a wide variety of ways:

- on noticeboards
- in prospectuses and course information leaflets
- through newsletters, eg *Pigeon post* (Barking and Dagenham Adult College), *Tutortalk* (Leicester Adult Education College)
- on websites, eg *Tutortalk* (Leicester Adult Education College), Gloucester County Council.

Sometimes, tutors do not respond to opportunities and are unwilling to change or improve their practice. This can mean that they do not continue in the service (eg they choose to leave or their contracts are not renewed). However, a perceptive staff development manager, curriculum leader or centre head will address non-compliance or lack of improvement by resolving underlying problems (eg essential skills needs or fear of paperwork).

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Summary and conclusions

This guide has looked at staff development in the quality context of the Common Inspection Framework and other relevant policies and strategies such as *Success for all* (DfES 2002).

Although there is a great variety of models of delivering LEA ACL services, certain staff development principles apply to them all.

- It is very important that a staff development programme relates strongly to the values and vision of an organisation and its partners and to other parts of the planning process.
- Staff development must take into account the emerging needs and 'bottom-up' needs of staff throughout the organisation. Often there is obvious, not just implicit, congruence between these.
- The scope and content of a successful staff development programme is wide – from standard induction to contingency needs such as complying with new national legislation. How it is carried out can vary greatly.
- Evaluating the effectiveness of staff development is vital for ensuring continuous improvement. Establishing its impact on learners is particularly important.
- Management of a successful staff development programme can be challenging, particularly ensuring that systems underpinning it actually work and that loops are closed at every stage.
- Different approaches are appropriate in different circumstances.

In all its forms, staff development remains one of the most important instruments in ensuring continuous improvement in LEA services for the benefit of learners.

Activity 13 Staff development action plan

- Now compile a list of the strengths and weaknesses / gaps of your own staff development programme.

Strengths	Weaknesses	Other improvements needed

- Draw up an action plan, covering:
  - intended outcomes
  - milestones
  - monitoring, review and evaluation
  - success criteria
  - completion date.

Weakness/ gap to be addressed; strength to be disseminated	Intended outcomes	Milestones	Monitoring, review and evaluation	Success criteria	Completion date

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Appendix Possible topics for staff development

Key

T Training

SD Staff development

CPD Continuing professional development

PD Personal development

Topic	T	SD	CPD	PD
Assessing and verifying				
Basic skills awareness				
Basic skills training subjects (for tutors, assistants and volunteers)				
Change management				
Child protection (basic awareness / issues)				
Communication skills (communicating with colleagues, learners and the public)				
Counselling skills (basic, introductory, etc)				
Curriculum areas (CIF areas of learning) updates (eg modern languages, visual and performing arts)				
Curriculum leadership				
Dealing with conflict				
Dyslexia awareness				
Emergency first aid				
Equality and diversity				
Family history				
Family learning (what it is)				
Health and safety training				
Individual learning plans				
Individual learning styles				
Induction topics				
Information, advice and guidance				
Information and communication technology (ICT) training at all levels, eg: ▫ for language tutors ▫ for producing handouts ▫ for novices				

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Appendix continued

Topic	T	SD	CPD	PD
Initial teacher training subjects: ▫ preparation and planning ▫ delivery ▫ teaching and learning resources ▫ assessment ▫ evaluation				
Inspection: how to learn from other ACL providers				
Learner support				
Learning styles and teaching techniques				
Learning support				
Listening to learners				
LSC Quality Improvement Strategy: the implications				
Management information systems in ACL				
Management training: ▫ team building ▫ change management ▫ managing strategically ▫ effective management techniques				
Mentoring skills				
Observation of teaching and learning training (including internal moderation)				
Philosophy (different levels)				
Preparing for inspection				
Professional development portfolio				
Quality assurance: making our systems work				
Recognising and recording progress and achievement				
Risk assessment				
Schemes of work				
Self-assessment and quality improvement development planning				
SENDA/DDA Part 4 compliance				
Session plans				
Strategic area review				
Yoga				

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Useful websites

www.qualityACL.org.uk

Adult and Community Learning Quality Support Programme (ACL QSP): for all quality-related issues in ACL

www.dfes.gov.uk/readwriteplus

Adult Basic Skills Strategy Unit: responsible for the government's 'Skills for life' national strategy

www.ali.org.uk

Adult Learning Inspectorate: contains a database of ACL inspection reports and a range of accessible information about the ALI's work

www.fento.org

Further Education National Training Organisation: for all issues to do with professional standards and qualifications in further education (and sometimes other sectors)

www.paulo.org.uk

National Training Organisation for community-based learning and development

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adult and community learning
quality support programme

Staff development is vital for the success of every organisation. Managing successful staff development is a challenge, but it can be met through a structured and creative process from strategy through to practice.

For local education authority adult and community learning (ACL) services, in which the roles of staff vary widely, staff development ensures continuous improvement for the benefit of everyone – learners, support staff, tutors and managers.

This guide considers staff development in ACL in the context of the Common Inspection Framework and other relevant policies and strategies. It includes 16 case studies of current and emerging good practice and offers step-by-step advice on:

identifying staff development needs in your organisation

designing, implementing and evaluating programmes

managing programmes successfully.

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